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ABSTRACT

This document presents a portion of the Family Day Care Task Force's overall training program for family day care caregivers designed specifically to re-educate caregivers with regard to attitudes toward ethnic and sex stereotyping. Training objectives, procedures for the training sessions, and class outlines are presented. Also included are suggested activities, materials, and resources for caregivers to use in combating ethnic and sex stereotyping. (JMB)

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TOPIC

To teach Family Day Care Caregivers how not to be discriminative with sex roles and to encourage positive self images with children of different ethnic cultures.

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PROPOSAL

To re-educate family day care caregivers* attitudes towards sex role and ethnic culture sterotyping prejudices in general social behavior processes, educational and social interactions with the children.

The first changes that must occur are with the caregiver's attitude. This initiated change will enable them to change or plant positive attitudes of behavior on the part of the children under care. The process will eliminate feelings of powerlessness and negative self images on the part of the child, therefore creating in him/her positive feelings toward his or her sex and particular ethnic culture.

The training sessions or workshops for the entire program will be held once a week for six weeks. Individual sessions will be four hours in length at which sex role and cultural stereotyping bias' are included during the second two hours of the last four sessions. These will be separated from the others. The entire concept will be integrated through behavior modification in all possible areas of child care utilizing trained personnel whom are able to carry these concepts through the various disciplines

As a member of the Family Day Care Task Force** these concepts are welcomed as part of our overall training sessions. Quite a few of the members are activists of "women's liberation" concerned with the self images of children with cultural differences and, therefore, welcome these concepts in the training program.

* caregiver - The term is defined in the part labeled DEFINITION.

** Family Day Care Task Force - Created to meet the growing needs for services in the area of family day care. The task force recommends standards for licensing procedures, structural analysis, information packets (not yet available), etc.

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DEFINITION

Family Day Care is a service which provides within an individual family structure essential care to children for a major part of the day (non-residential except for the caregiver's own) on a regular basis.[1] Family day care attempts to assure intellectual, emotional, physical and social opportunities for a child's maximum growth maturation and individualized for each one's capacity. The primary concern is for the child's cognitive, social and emotional development.[2]

The family day care home is a viable alternative to center care where here a child's needs are met on a closer ratio of 1:1 for longer periods of the day. The location of the home is usually nearer to the child's own home which provides for more sameness in parental and social environments. The home is often more informal and less structured which can be an important factor in the case of any special problems children may possess. Here he/she is able to interact with other children without making the environment filled with many more strange faces than he/she is able to cope with. A sponsoring agency* will always make special efforts to place children in compatible environments to limit the possibility of problems.

The children range in age from zero to about school age. School age children are included also but the number of care hours will vary possibly for pre-school hours, lunch, and a few after-school hours.

The term "caregivers" refers to family day care mothers or fathers where applicable used so as not to apply a sexist stereotyped pronoun or simply the word 'mother' as is written in most recommended standards or regulations.

* Sponsoring agency - The supervising or licensing agency responsible for studying the applicant's home to determine whether it can be used as a family day care home under it's auspices.[3]

ADDITIONAL REFERENCES AND INFORMATION PERTAINING TO FAMILY DAY CARE

Traditionally family day care homes have been operated soley by the provider. All fees, meals, educational training, preparations, scheduling, and other general operations are organized by the provider. During the last few years, the need has been identified by advocates of day care facilities to offer an alternative to center care because of all previously identified attributes and overcrowding at the center level. The cost of center care has risen also which makes family day care an excellent alternative.

Numerous community centered agencies and institutions have now elected to sponsor these homes and offer programs which benefit the caregiver, therefore, encouraging his/her participation.

Examples listed below:

1) College Credit - Course credit, a possible "Certificate of Training in Day Care of Family Day Care."
2) Health Benefits - Insurance
3) Referral Services - Medical, dental, problem areas
4) Licensing - Health/sanitation, fire
5) Community Services
6) Workshops & Training Programs covering:
   a) nutritional standards
   b) educational opportunities
   c) fees
   d) record keeping
   e) infant care
   f) discipline
   g) sex role - ethnic culture differences
   h) special children

The agency, when assuming this responsibility, elects to offer a systemmatic indepth approach to upgrade and support the quality of care provided

Every sponsoring agency who's material I have reviewed advocates parental participation. This participation occurs often as a separate session to inform the child's parents of his progress, problems, information and concepts he is being taught. This enables the process to be extended in his own home. Here parents may express their concern or questions of information being related to the child. Relations between caregiver/parent, caregiver/child, sponsor and all three categories are vented, thus improved.

Sponsors, trainers, and caregivers will always be encouraged to keep realistic expectations, establish goals, and enjoy the entire growing-learning process.

OBJECTIVES

1) To determine the need for behavior changes in caregivers attitudes toward sex values and cultural stereotyping.

2) To determine those elements which will be successful in modifying behaviors of caregivers' attitudes.

3) To provide caregivers with knowledge of remodeled philosophies, values, and social morays when helping to clarify sexist values and ethnic culture differences.

4) To provide the caregiver with skills to critically analyze literature, television programs, activities, materials, etc., as to the types of images presented and projected to the children.

5) To provide along with these skills, the ability to use this information when interacting on formal and informal levels to eliminate negative sex roles and stiffled culture differences.

6) To show caregivers how these techniques can assist in the upgraded care of the home that will come out of these workshops.

7) To provide caregivers with lists of activities, materials discussed, possible dialogues to use and criteria for deter-

mining sexual bias and culture stereotyping negativities.

GOALS

1) To develop a realistic system for changing sex role stereotyping - prejudices in both caregiver, child and parent.

2) To create an overall change in the caregivers so they also can appreciate, value, and utilize concepts to improve their own interactions socially and educationally.

3) To use these techniques in the general upgrading of care provided in the family day care home.

4) To re-identify the role of males and females along with various condiments of cultures in contemporary societies public profiles.

PROCEDURE

The first class will be divided into two discussions of prejudices in these areas:

1) Sex role - sexual values
2) Ethnic culture differences

Discussion topics to initiate course concepts. Responses will be written on the board and used for worksheets and future activities. Use questions and answers provided after topic questions to make a sheet for the class will enlist their help to make additions and completions to thoughts. Brainstorm these questions using example answers for both sex role and culture stereotyping. Additional responses should be recorded for use in a worksheet or written on the board for reference purposes.

Outline questions:

1) What stereotyping of male/female roles were socially prevalent during your maturity?

Examples:

a) While in school, we were always presented with exclusive male dominance. Men always ran for and held public office.

b) In preparation for high school courses, women were encouraged to enroll in secretarial courses or home economics, cooking, and sewing courses, while men went into college preparatory courses or technical fields such as: auto mechanics, drafting, etc.

c) Men and women never participated in these subjects together. These classes were always segregated. Physical education courses have also been taught separately.

d) Books used for instruction in school, i.e. Dick and Jane, always show women doing housewifely chores; shopping, cooking, sewing, and minding the children. Women's roles in play were shown as playing hopscotch, jumping rope, nurse, teacher, always in dresses, and socially allowed to cry. Men/boys played football, doctor, climbed trees, read the newspaper, teased the girls and made them cry, and weren't allowed to cry themselves (sissy-like behavior).

2) How did they affect your particular life's experience course?

a) Women never considered a career in politics or holding any public office. Men didn't consider teaching which lead to a shortage of males in the profession of which we are in need.

b) Women felt unprepared to enter law or medical schools.

c) Both sides probably remained within the constraints of your stereotyped sex role. Each sex felt they had to follow the socially acceptable role prescribed for them.

Example: Women - teachers, Men - doctors or in the Sales profession.

3) What experiences have you had where sex role played or plays an important part?

a) The fact that women are the only sex capable of bearing children.

4) What sex role stereotyping beliefs have you imposed on someone other than yourself?

Examples:

a) The boys are climbing trees and some girls want to participate. Your answer is 'no' because they are girls and are wearing dresses.

b) The boys are dangling worms in front of the girls and the girls begin to cry. You tell the girls they should know boys do that sort of thing and they don't see the boys crying.

c) You encourage your girls to help clean up the kitchen and dismiss the boys to play outside.

5) Have any of these beliefs or practices changed?

This response comes from the class. Ask why of any answers.

6) Do you ever read any literature on sex role or women's liberation?

This response comes from the class. Ask why of any answers.

Outline Questions:

1) What stereotyping of minority roles were socially prevalent during your maturity?

Examples:

a) Blacks always appeared on television and in the movies as slaves, maids, butlers, etc. Always assuming a lesser role in society, i.e. movie - "Mandingo." TARZAN INDIANS - LONE RANGER & TONTO

b) New minorities entering American society have had different cultures and customs that separated them from the standard acceptable American way of life. Political theorists initiated the melting pot theory to eliminate these cultural differences and to get all of these people to push for an integrated American nationalism instead of some separate individualistic state. The different cultures and customs have never been explained, studied, or praised for the ideas and experiences donated to American culture.

Question: Have any minorities in the class experienced information in books about themselves during school here?

c) Minorities have been encouraged not to enroll in college preparatory classes, but rather to lean toward the technical fields; home economics, auto mechanics, bookkeeping, typing, etc., to prepare them for employment rather than college after high school.

2) How did they affect your particular life's experience course?

a) If anyone sought an acting career, they felt discriminated against, thus only accepting stereotyped roles.

b) One culture might have tried to exchange with another, and therefore, disregarded his/her born culture.

c) One person might have chosen a career dominant of his/her culture: i.e., Chinese - laundry, Blacks - maids, chauffer, Irish - factory work, policemen.

3) What experiences have you had where minority stereotyping played or plays an important part?

a) In the area of minorities on television. There are still only two cartoon shows with Blacks participating, i.e. "Jackson 5" and "Cosby Kids."

I haven't recognized other minorities. Blacks still assume roles as pimps and informers, i.e. Rooster; "Baretta, and Huggy Bear; "Starsky & Hutch," to policemen and other authorities. This projects a less than positive image to the viewer audience.

b) Experiencing a job interview where the interviewer expressed the feeling they did not want to hire a minority. Silently, or outright?

4) What minority stereotyping beliefs have you imposed on someone other than yourself?

a) Name calling such as spic, guinea, nigger, etc.

b) Denied someone help simply because they were of another race or culture.

c) Using cultural expression: 'slapping 5;' 'what's happening?' 'hey, man,' 'what's up'.

5&6) Responses received from the class. Ask why of any answers.

Tie these concepts together by discussing with the class the possible negative implications bias overtone have on the two sexes and the different ethnic cultures. Explain and discuss that these classes will aid in identifying prejudices and how they effect their lives and interactions with people, the children under their care, and the children's self images. Play records entitled "Free to be You and Me," Marlo Thomas, and "To Be Free to Be Who We are," Harold Melvin, for the participants and encourage them to play and discuss it with the children. They will begin to transform prejudices into positive attitudes they can use socially, and hopefully, influence the children, their parents, and others into being prejudice free liberated citizens. These reponses will be transformed into worksheets.

Preparation for next class:

1) Think about the concepts discussed in class.

2) During the day, see how many examples of prejudice stereotyping both cultural and sexual observed now, and incidents where they do not presently exist as they did previously. Bring these into the next class. Give as resources and examples:

1) Television

News broadcasts: Channel 7 now has a woman achorperson. Notice how most news shows have women reporters. These previously were all male.

Commercials: Cambell Soup has men preparing dinner. Englenook Wine congradulates a woman on becoming a doctor, but states it was the father's encouragement all through childhood that made it possible. Virginia Slims' slogan "You've come a long way baby."

Cartoons: Cosby Kids and Jackson Five are the only Black cartoons. Most cartoons are all white and include no minorities such as a Spanish character.

Television Shows: The Bionic Woman is a schoolteacher even though she is bionic.

Movies: "Mandingo" - Blacks as slaves. Blacks are shown in this role or as superheros as in "Shaft." No realistic roles. Where are other minorities?

2) Consumer Services

Banks and Stores - Now have women managers and executives.

Dress Designers - Now are male and female.

Gas Stations - Now have women mechanics.

Telephone Company - Now have women engineers, telephone repair women.

Second Class

This segment deals predominatly with sex roles, briefly mention any cultural implications with each.

Discuss which sex children usually involve themselves in with these particular activities. Ask what roles could be reversed by either sex. Encourage caregivers to realize almost every activity and profession can be undertaken by either sex. While watching television, point out roles and professions that are being performed be a different sex than was usual previously. Encourage the belief in the children that no matter what race or sex, they are as capable as anyone to do a job or perform a service. The time has changed for women doing all the chores in a household. The male lives there also and should be willing to aid in the upkeep of the premises.

Develop from this discussion questions and techniques to use in the home. Using the role playing technique have different sexes in the class performing duties and activities as if it were some one of the opposite sex.

Examples to encourage:

1) Meal Time

a) boys setting table
b) girls emptying the garbage
c) boys helping with the food preparation
d) boys preparing others to wash hands and face

For example:

The sexist approach: To have the caregiver prepare meals with boys and girls watching. She might say, "I know you haven't done this, watch me," or "Stop, I'll do it for you, boys can't do this, " or "You're not use to this, I'll do it."

The better approach: To have the boys participate in preparing mix, for example, not just shaping patties. Have them continue with helpful words such as, "Go on, it's a useful thing to know," and tell him what's wrong instead of always showing him.

2) Playtime

a) girls playing basketball, softball, with building blocks, cars and trucks.

b) boys jumping rope, role playing with male and female dolls, playing house, hopscotch.

For example:

The sexist attitude: Making mud pies; both sexes in pants and are filthy. You criticize the girls for getting so dirty, and praise her for making so many. While boys made nothing and threw mud, you praise his aggressive behavior and don't criticize him for not making any.

The better approach: Encourage both sexes to participate to the fullest extent. Don't criticize anyone for getting dirty because it is all a part of creative play. Offer criticism verbally while encouraging them to finish the assignment. You could say, "Take the spoon and go around the bowl so everything gets mixed." Don't always attempt to grab the utencil and show them.

Use examples of the olympic games and how these different exercise skills will aid in muscle development and good coordination.

3) Television

a) Ask: "Can a girl/boy perform that duty or service as well as the stereotyped sex?" (A repair person) Josephine, the janitor on television. You could explain that this is an example of something a girl could do where in the past men were the only ones in the field.

The 'sweathogs' on "Welcome Back Kotter" are a good example of kids living together trying to understand the complexities of life through an interested teacher in school.

Television in general does not portray minorities in their real situations. They are not written by minorities, and therefore, do not reflect their true natures. Most of these shows (characteristically; Chico & The Man, The Jeffersons, Starsky & Hutch) could easily be portrayed by any race or culture.

b) "Have you ever been to a female doctor?"

Examples of this are on daytime television shows. If one happens to be on, the point could be shown here.

c) Females excelling at different sports; i.e. minority females.

Example: Have class write a letter to a minority or female excelling in sports telling how they went to the library and sports store to gather information. Also have them draw pictures of the stars they picked and admired.

d) Family performing household chores to help mommy.

Example: Commercial for Dove soap where the whole family helps mom with household chores.

4) Clean up

a) boys doing dishes, sweeping floors, etc.

5) Learning activities (In detail during next class)

a) Role playing - have children pretend they're in a store. Have someone be at the checkout (male) and a female manager with both sexes shopping.

b) Getting help from both sexes - after groceries are home, have mommy, daddy, and the kids put them away.

c) Help children make books of their own. Use paper or cut up an old sheet in page size.

Preparation for next class

1) List activities they currently do with children - trips to store, library, park.
2) List activities they have never tried and would like to do.

3) Try out some concepts already discussed - A trip to the store. Let one of the boys select and weigh vegetables, and a girl put groceries in the bag. Let both sexes push the cart taking turns.

Third Class

1) Discuss if anyone has begun to use any of these concepts, what happened?

2) Review questions and sentences developed at last class to encourage sex role exchanges.

3) Discuss using these when referring to ethnic culture differences. Which child admired what sports player he wrote to and why. (Always ask reasons behind any action).

4) Discuss any additions, comments, questions, or problems with the material presented.

Activity Planning

Here the class will experiment with teaching the strong points of cultural differences. Discussions will express examples where different people (cultural and sexual) have excelled and the fact that the children can also do this.

The class will first list possible stereotyped occupations and characteristics of the different sexes and ethnic cultures.

Examples: Italians - mafia, Jews - Kniving, rich, Blacks - poor, maids, Chinese - laundries, etc.

1) Media - Story time is an excellent way to get points across.

Choose media that is bicultural and bisexual in content. Material that separates the two should be discussed with children. Develop with the class a checklist to use when analyzing literature and other media. (Use Footnote[4] as a reference) Television programs while in progress, should be discussed for sexual and cultural concepts.

2) Field Trips (around the neighborhood)

a) Library - Cultural exnibits, books, other information.

Example: Martin Luther King's birthday. Puerto Rican American Day. Also plan special events during Black History Week.

b) Parks - Do they see girls excelling on the ball fields, tennis court, etc.

c) Fire and police departments (excellent for sex role).

Example: Arrange to visit one with a female staff member.

d) Historical landmarks (women mentioned)

e) Post Office (bisexual jobs observed)

Example: Call before taking trip and request female guide.

f) Airport (bisexual jobs observed)

Example: Call and have a female available to discuss pilot's role, and request a male steward available.

3) Special Occasions

a) Pick up books that show cultures celebrating holidays in different fashions.

Exhibit: Songs, dances, table decorations, room settings, pictures from books, hats, dress, food, favors, and possibly, a special guest. Have the children aid in the preparation of these exhibits. Have them make an active part in all areas of the cele bration. The prepraration of a cultural food also encourages them to try new foods.

Example: At Christmas, have a small Mexican party. Using paper mache, candy, a balloon, and other accessories make a mini pinatta. Fill the ballon with candy, blow up part of the way. Cover with paper mache and decorate. You can make animals or

just odd shapes. Play Mexican songs. See if you can borrow a large Mexican hat and make some decorations with the children. Visit the library and get a few books. Show the children pictures of Mexican decorations. Let them draw ideas on paper and put them up around the party room.

Supermarkets now have taco mixes (kits) and other frozen foreign dishes. Let the children aid in menu planning. If you know a Spanish person, see if they would like to participate, plan ahead. The children may write thank you notes to any guest who are present.

At halloween, it would be nice to encourage the children to be something that would enrich their experiences, i.e. a doctor, policeperson, fireperson. One activity might be to secure books from the library about different occupations, let them choose who they will be, and make the costume together. Have them do role playing activities in these costumes. Ask them to act out what this person does.

4) Active Play[5]

a) jumping on an old mattress

b) make an ant farm

c) make planters and puppets of different cultures and sexes

d) fishing and digging fo. worms

5) Food

a) tacos - Mexican (taco mix)
b) pizza - Italian (mini w/english muffin)
c) fried chicken, greens - Black
d) crepes - French (pancake mix)

Plan with the class a few menus. Another activity could be making cooking utencils with the class. Encourage both sexes to aid in preparation and clean up. Distribute menus and recipes.

6) Art Activities

a) Make musical instruments, play them to cultural music, and discuss whether a male or female composed or sung the piece.

b) Pictures - Draw sexual and cultural role exchanges. Use old junk, paint, cuttings from magazines.

c) Sewing activities using large needles

d) Play ironing

In General

1) Give choices of activities
2) Give responsibilities to children
3) Always discuss concepts at relevant times, when they occur.
4) Create an environment for learning
5) Keep parents up on material presented
6) Emphasize the ability for any person of a particular culture to succeed and any sex. Rid them of powerlessness in these areas.

Preparation for next class

1) List any questions
2) Try some of these activities with the children

Fourth Class

Here we will attempt to bring these concepts, ideas, attitudes, and activities together.

1) Discuss the value of this program to them and to the children under their care.

2) Divise a list of questions to ask, concepts to look for and use, points to make, and things to remember when supervising activities.

3) Discuss caregivers' change in attitudes and values now as compared to before this class. How has the course helped them? How can they use this information?

4) Have different participants to quickly verbalize activities including concepts and materials they have begun using. What alternatives can be substituted when something I've suggested fails.

CONCLUSION

This program will prepare a new generation of children to accept an exchange of sex roles and values imposed here. The caregiver will also begin to see herself/himself as a major componant to the business and educational fields because at present age children were able to expose them to positive thinking and be anything they wanted.

Eventually, the program will be able to branch out and include the caregiver into the world of small business.

When this type of training is begun at an early age it makes the concepts easier to accept, utilize and benefit from.

So many marriages end in divorce and separation due to the lack of a particular partner's nonacceptance of the sex role changes. This course may clear some air as to the advantages of these changes and not the negative aspects, therefore, halting some of these separations.

Children who feel because they are of a certain race, religion, or sex certain things are expected and are not acceptable or applicable to them. Often these feelings handicap their lives; social and economic status due to self images as well as the prejudices of others. These children must be taught that they have as much of a change of becoming successful, leading productive lives in whatever field or lifestyle they choose. Fear must be erased like prejudice to help eliminate the masses of depressed individuals waiting for miracles to remedy their situations and lifestyles.

This training program also aids in developing various other skill areas necessary to complete successful cognitive, social and emotional development. It encourages readiness for school for preschool age children. For children in school presently, they can utilize them there with other children as well as with the teacher.

Some useful criteria in evaluating materials:

Look For:

1) In such cases where the story is devoted to one particular sex, check to see if there are any characters of the other sex. If so, check the role here for dominance of some manner. If not, see if the story content will enhance the values, morality, or character guidance of the reader.

2) Do the pictures represent males and females equally?

3) Is the representation of male and female episodes delivered equally?

4) Do the stories have equal amounts of male-female main characters?

5) Which sex assumes the most dominant behavior?

Example: creativity, perserverance, strength, imagination, aggressiveness, achievement, fair play

b) Which sex assumes the most dominant occupations?

Example: athletics, politics, medicine, types of technology sciences, space endeavors

6) Which sex assumes the more dependent behavior?

Example: passivity, dependence, insecurity, fear, aimless activity

7) Does the language reflect or avoid sex stereotypes?

sexist - common man - congressman - fireman

Alternative - ordinary people - member of congress - firefighter

8) Does the story portray a minority group in a realistic sense? Example: The story expresses something positive about them. The story helps the reader's character and mental abilities.

9) Does the minority have equal abilities with the other characters? Is the minority treated fairly?

10) Do the pictures in a story involve a minority? Is the

minority character doing one of the criteria for positive behavior or occupations discussed in sections 5a and 5b?

FOOTNOTES

[1] Family Day Care Task Force, "Recommended Basic Standards," (Trenton, New Jersey, 1976) p. 1

[2] Community Coordinated Child Care (4-C) Dane County, "Family Day Care Handbook," (Madison, Wisconsin, 1974) p.3,17

[3] Department of Institutions and Agencies, Division of Public Welfare, Bureau of Children's Services, "Recommended Basic Standards for Family Day Care," (Trenton, New Jersey, 1975)

[4] Grambs, J.D. "Teaching About Women in The Social Studies: Concepts, Methods and Materials," (National Council For The Social Studies, Washington, D.C., 1973) p. 16-17, 13

[5] Hamberg, Marie, "How To Succeed With Family Day Care," (Social and Rehabilitation Service, Washington, D.C., 1972) p. 3,5

[6] IBID, p. 61-68

SAMPLE MENU

Italian

Minestrone soup
Pizza (mini) made from english muffins, sauce and cheese
Spaghetti w/mini meatballs
Salad
Milk

Black

Fried Chicken
Sweet potatoes
String beans
Corn bread
Milk

Children can help snap fresh beans and add spices to potatoes.

French

Crepes - make w/pancake mix and fill w/frozen chicken a'la king
Onion w/cheese soup - instant soup
Salad - Kids cut up ingredients
French
Milk

*Let participants add to these ideas.

ACTIVITIES

To aid in the encouragement of positive sex roles and ethnic culture images. Include activities discussed in class.

Make a mobile of dangling pictures showing:

a) women engaged in new different roles and occupations
b) people of different cultures engaged in activity
c) other categories:
    1) sports
    2) at play
    3) famous people

Materials needed:

1) hangers
2) thread
3) tape
4) old/new magazines and newspapers
5) colored paper
6) glue

Have children cut out pictures. (Try to have a theme in mind) Glue one picture on each side of a piece of colored paper insert string in between paper. Tie or tape thread on hanger. Bend hangers in shapes if desired. They will hand up on string across a room ceiling.

Make a bulletin board about people appearing in the local newspaper or magazines. Discuss with the children why the person (s) should be pinned up. What did they do? Are they different in some way? Would the children like to do a similar act one day?

Example: A mountain climber, astronaut, sports star, people in politics (women and minorities)

Post places of interest visited

Make Sock Puppets

Materials needed:

1) old socks
2) cotton
3) glue
4) paper, buttons, feathers, odds and ends

Have the children paste notions or cut up paper on old socks. Put them on and role play using their imaginations. Try to have them know specifically who it is they made.

Make musical instruments

Materials needed:

1) empty boxes (oatmeal, shoe)
2) wooden clothespins
3) empty band-aid cans
4) empty margine plastic cups w/lids

Fill these with pebbles, buttons, shoe laces, buttons, anything depicting different sounds. Close and shake or drum on. Tie some together. Empty bottles can be filled with water at different levels and children can blow in them to make sounds.

Prepare a meal together from an ethnic culture.

Role Play

This can be done dressing the children up accordingly or just using the imagination, given a situation to work with.

Make costumes

1) Indian headbands

2) African masks
3) Hats
4) Belts

Make a puzzle

Have the children draw pictures on heavy paper. It works well with a large magazine photo, or coloring book pictures (with defined visible lines). Paste it onto heavy paper. Cut it up into large pieces.

Plant seeds

Use paper cups or empty milk cartons. Try to use as many different seeds as possible.

Fish

A fish tank is always interesting. Plan a trip to the fish store to prepare for home aquarium care.

Encourage children to have hobbies. Collecting small rocks in shoe boxes. Have one for each child and as you visit places, they will have a place to store "finds."

Make scrap books

Paste pictures, postcards, awards (made by you), tickets, feathers, leaves, crushed flowers, etc. onto heavy paper. Bind the pages together with string.

Visit the library also for a book about games children in other countries play. Play them and discuss the concepts with the children.

If an appliance needs repair, or the meter reader is coming, call to see if you could have a female or minority make the call.

Screen all television shows for minorities or women main/ significant characters. Make sure the material is relevant or significant to their young lives. Try avoiding television if at all possible.

Take pictures of activities for the bulletin board and scrap books

PICTURE BOOKS FOR PRESCHOOL CHILDREN

Preschool children use books as part of their socialization process. Picture books should be a positive vehicle in presenting societal values to the young child. Books provide children with role models, cultural and sex images and values. Children will begin to accept the standards of behavior as prescribed in the literture they "read." Try to suggest books that enhance their self images. Choose books on subjects of interest to them showing the avaliability and realities of their goals, dreams and ethnic cultures, then followup with other cultures and various subject of intrigue.

When choosing acceptable books for all the children under your care, remember.....

1) Pick books with pictures of both sexes and minorities performing important roles: (switch roles)

   a) not only women as; nurses, ballerinas, secretaries, teachers, housewives, etc.

   b) not only men as; cowboys, farmers, pilots, doctors sailors, etc.

Example: Merriam, Eve, "Girls and Boys, Boys and Girls" Whitestone, New York, Feminist Bookmart, 1974

2) In books with one sex as the main character, choose another for the opposite sex.

Example: male - Surowiecki, Sandra, "Joshua's Day, Chapel Hill, North Carolina, Lollipop Power, Inc., 1972

*Both great for identification of various cultures.

3) See that books include several cultures in the pictures, (Not just in standing around observing roles)

Example: Phillips, Lynn, Exactly Like Me, Chapel Hill, N.C. Lollipop Power, 1972

4) Boys are not to be the only sex with dominant behaviors; i.e. curiosity, ambition, aggression, creativity; while girls exhibit passive behaviors; crying, neatness, dependence, cuteness, subtle activity, etc. Encourage girls to excell at sports, to be tough, creative and aggressive.

5) Encourage minority children to excell in these dominant behaviors also. Illustrate the capabilities of minorities to excell in occupations formerly closed to them through books.

6) Remember that the children under your care during the day are learning socialization processes all the time. You can influence their future behaviors and inspire them to strive for personal and occupational goals in much broader terms. All this can be enhanced by discriminative selection of literature for children. Release yourself and the children from traditional bonds surrounding sex and cultural images!!!

7) Discuss the books with them to gain further understanding. Read the stories out loud to the group. Discuss these theories with parents and encourage the children to do this too.

8) Visit the library often. Ask the librarian to make suggestions. Call to see what services are available through the library; bookmobiles, exhibits, story hours, films, and tapes. Plan field trips for the children. Encourage them to read.

9) Become an intelligent observer of sex role and ethnic culture images.

10) Send for a list of currently available non-sexist literature. These books are also great in terms of ethnic culture images:

WRITE: Lollip Power, Inc.
P.O. Box 1171
Chapel Hill, N.C. 27514

*You may buy them directly from this publisher.

SEND FOR: "Little Miss Muffett Fights Back"
(available for $1:00)

"Feminist Book Mart
162-11 9th Avenue
Whitestone, N.Y. 11357

They also publish an annotated list of non-sexist children books. The list includes books about different ethnic cultures with positive self images.

11) Avoid the television whenever possible except when choice programming is available. Read instead.

12) Encourage the children to interpret picture book stories out loud to the group. Let them draw pictures of themselves engaging in similar activities.

A SELECTION OF BOOKS SIGNIFICANT TO CHILDREN OF EITHER SEX

Burton, Virginia, Lee, Kathy & the Big Snow, Boston, Houghton-Mifflin, 1943

Galdone, Paul, The Little Red Hen, New York, Seabury, 1973

Gauch, Patricia, Lee, Christina Katherina and the Box, New York Coward, 1971

Goffstein, M.B., Goldie, the Dollmaker, New York, Farrar, 1969

Goodsell, Jane, Katie's Magic Glasses, Boston, Houghton-Mifflin, 1971

Hoffman, Phyllis, Steffie and Me, New York, Harper-Row, 1970

Isapora, Rachel, Max, New York, MacMillian, 1976

Jewell, Nancy, Try and Catch Me, New York, Harper-Row, 1972

Keats, Ezra Jack, Goggles!, New York, MacMillian, 1970

Kesselman, Wendy, Angelita, New York, Hill and Wang, 1970

Klein, Norma, Girls Can Be Anything. New York, Putton, 1973

Merriam, Eve, Boys and Girls, Girls and Boys, New York, Holt, 1972

Miles, Betty and Blos, Joan, Just Think!, New York, Knopf, 1971

Ness, Evaline, Do You Have The Time, Lydia, New York, Dutton, 1971

Ness, Evaline, Sam, Bangs and Moonshine, New York, Holt, 1966

Ramage, Corinne, The Joneses, New York, Uppincott, 1975

Rothman, Joel, I Can Be Anything You Can Be!, New York, Scroll

Schlein, Miriam, The Girl Who Would Rather Climb Trees, New York Harcourt-Brace, 1975

Thomas, Marlo, Free To Be...You and Me, New York, McGraw-Hill 1974

Welber, Robert, The Train, New York, Pantheon, 1972

Williamson, Mel and Ford, George, Walk On!, Oparka Books, The Third Press, New York, Okpaku, 1972

Young, Miriam, Jellybeans for Breakfast, Parents, 1968

E V A U L'A T I O N

1) Are you willing to answer 'yes' to questions on checklist that before this class you would have given a 'no' answer?

Yes ____ No ____

2) Have you begun to change your use of sexist language?

Yes ____ No ____

Sexist	Alternative
Fireman, Congressman mailman, businessman	Firefighter, Member of of Congress, mail carrier, business people
Mankind	Ordinary people
Harriet Tubman did what few people - men or women could do	Harriet Tubman did what few people could do
Forefathers	Founders, ancestors, precursor
Repairman	Repairperson
Whore/stud	Person of the night

3) Through all we've done are you now willing to:
   a) encourage females to be assertive
   b) treat both sexes of children in your home equally
   c) give both sexes equal time
   d) discuss,objectively, television programs dealing with sex roles and minorities
   e) try to do something positive for a minority

4) Have you been more careful when choosing television shows and other media for the children, i.e. books, films, records?

5) What did you enjoy about the course?

What didn't you like?

Comments _____
_____
_____
_____
_____

APPENDIX I

Anderson, P.S., Living Together in America, (Study Prints), Elgin, Illinois, David C. Cook, W E S Folsom-Dickerson,1973

Jenner, A., Social Emotional and Cultural Influences as Related To Eating Patterns and Malnutrition, (curriculum resource book series, Parts 1&2), Toronto, McClellen and Stewart, April,1968

Felt Board Kits With Teacher's Guides and Reading Lists, Audio-visual Materials for Teaching, New York: Council on Social Work Education, 1969. a) The Constellation of Child Care (#68-340-111A) $32.00 b) The Continuum of Growth (#68-340-111B) $32.00 (Buy both for $55.00)

Moore, Mary Tyler, We The Women, (Film), New York, C.B.S.,1974

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Anderson, Marian, Posey, Books to Grow On: Helping the Very Young Explore Their World and Its People, New York: The American Jewish Committee, Institute of Human Relations, 1961

Banks, J.A., Teaching Ethnic Studies: Concepts and Strategies, Washington, D.C., National Council for the Social Studies, 1973

Department of Child Care, Nine-Month Training Program, Denver, Colorado, 1974

Department of Institutions and Agencies, Division of Public Welfare, Bureau of Children's Services, Recommended Basic Standards for Family Day Care, Trenton, New Jersey, 1974

Department of Public Welfare for South Carolina, Rules and Regulations Relating to Licensing Day Care Facilities and Child Care Centers, South Carolina, 1967

Department of Social Services, Regulations for Family Day Care Homes (draft), South Carolina, 1976

Family Day Care Task Force, Recommended Basic Standards, Trenton, New Jersey, 1976

Family Day Care Training Center at Red Hook, Red Hook Family Day Care Outreach Curriculum Program, Brooklyn, New York, 1976

Grambs, J.D., Teaching About Women in the Social Studies: Concepts, Methods, and Materials, Washington, D.C., National Council for the Social Studies, 1966

United States Department of Agriculture, Federal Interagency Day Care Requirements, Washington, D.C., 1974

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Community Coordinated Child Care (4-c) Dane County, Family Day Care Handbook, Madison, Wisconsin, 1974

Hamberg, Marie, How To Succeed With Family Day Care, Social and Rehibilitation Service, Washington, D.C., 1972

RESOURCES - BIBLIOGRAPHY Cont.

Hasegawa, Pam, What Is Quality Family Day Care?, Pacific Oaks College, Pasedena, California, 1972

Miller, Robert, A Method For Determining Task Strategies, American Institutes For Research in the Behavioral Sciences, Silver Spring, Maryland, 1974

Research in the Behavioral Sciences, Silver Springs, Maryland, 1974

Newsome, Barbara, Guidelines For Establishing a Family Care System, Dane County, (4-C), Madison, Wisconsin, 1973

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Xerox, Issues in Children's Book Selection, New York, Bowker Co., 1973

Women on Words and Images, Dick and Jane as Victims, c 1972, Princeton, N.J.